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ABSTRACT

Social unrest and an increasing demand for trained manpower are major reasons for the development of compensatory education programs at all levels of formal education and for the recent significant increase in the number of two-year colleges. There is an increasing awareness among culturally different (disadvantaged) groups that they have not had the same opportunity to compete in the contest for upward mobility as other Americans. Public two-year colleges, if they serve these groups, provide such opportunities and prevent the threat to the social order these groups can present. A study was conducted to explore the extent to which two-year colleges are committed to open admissions policies, comprehensive curricula, and compensatory education programs. A sample of public two-year colleges were surveyed via questionnaire. Results showed t at: (1) almost all two-year colleges have personal, academic, vocational-occupational, and job placement counseling; (2) only about half have the curricular offerings and admissions policies expected of public community colleges; (3) 12 percent have special courses in ethnic studies; and (4) about half have special programs for the academically disadvantaged. It is recommended that colleges recruit in the ghettos, devote more resources to training faculty to deal with disadvantaged minority group students, and develop more courses in ethnic studies. (KM)

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THE PUBLIC TWO-YEAR COLLEGE AND THE CULTURALLY DIFFERENT

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THE PUBLIC TWO-YEAR COLLEGE AND THE CULTURALLY DIFFERENT[1]

Within the past few years there have been increasing signs of social instability in American society. For example, during the last decade more than 370 civil rights demonstrations involving over a million participants have occurred in our country. Almost every major city in the United States experienced widespread and costly riots and civil disorders. The President's Commission on Violence reported that in addition to the major riots in such cities as Newark, Watts, and Chicago there have been over 239 violent urban outbursts involving over two hundred thousand participants. These outbursts have resulted in the loss of hundreds of millions of dollars due to property damage alone.[2]

What are the explanations for these signs of social instability in our society? Some scholars maintain that these disturbances have resulted from the frustrations and grievances of a large segment of our population (predominantly composed of minority groups) who feel that they do not have legitimate access to the rewards and wealth of our society.[3] In short, it may be that these groups have reacted because they have felt that they have been denied the opportunity of equality in civil rights, jobs, or education.

For many years civil rights groups have exerted pressure on government, industry, colleges, and universities for greater educational opportunity for minority group members. This is, in fact, a primary demand for these groups. Gordon states that:

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[1]Partial support for this project was provided by the U.S. Office of Education (Contract #OEC-0-70-4283(399) to the Pennsylvania State Department of Education).

[2]National Commission on the Causes and Prevention of Violence, Progress Report, (Washington, D.C.: U. S. Government Printing Office, 1969).

[3]See, for example, the work of Robert K. Merton, Social Theory and Social Structure, New York: The Free Press of Glencoe, 1957, pp. 131-194.

> The relatively recent trend toward a more vocal demand for democratization of all aspects of society has been responsible also for political demands to make higher education more relevant and responsive to the community's perception of its immediate needs, and to become more inclusive of the people whose presence will force education to become more relevant and responsive.[1]

In sum, there appears to be evidence of social unrest in America. To some degree this instability is reflected by, and to some degree, is a consequence of, the civil rights movement. In addition, there appears to be an increasing need for trained manpower. Such problems and pressures appear to be major causal elements in the development of compensatory education programs in all levels of formal education in American society. Correspondingly, we hold that such problems and pressures are also partially responsible for the significant increase in two-year colleges in the last several decades.

It is a major purpose of this paper to (1) develop an explanation for the rapid growth of programs of compensatory education for the culturally different in public two-year colleges and (2) empirically explore the extent to which public two-year colleges in this country are committed to open admissions policies, comprehensive curricula, and programs of compensatory education for the culturally different.

Theoretical Considerations

It is common in sociological literature dealing with social class to note that members of classes (occupational groupings) have similar norms,

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[1] Edmund W. Gordon, "Higher Education and the Disadvantaged," IRCD Bulletin 5 (1969):10-12.

attitudes, and values which may serve to distinguish them from members of other occupational groupings requiring different training skills or experiences. For example, corporation lawyers, managers, physicians, and professionals in general seem to have different perspectives of life, different motifs of life, than do people who drive trucks, deliver the mail, or perform manual work in factories. These expressed differences in attitudes and values extended to various life areas including political beliefs, religious attitudes and child rearing practices to name but a few.

An explanation for these differences may be that the exigencies of life among people within these differing occupational and social strata tend to stimulate the formation of norms which incorporate attitudes and values in response to these exigencies. For example, the facts of life for people in the lower strata of society place contextual constraints on the nature of the norms which develop in meeting the conditions of this strata. In other words, when a family is primarily concerned with obtaining sufficient food, clothing, and shelter, it is unlikely that they will develop norms incorporating such attitudes as deferred gratification or an instrumental orientation toward success. Instead, a family in such a situation will more likely stress immediate gratification (getting all you can while you can), and will define success in terms of luck or survival.

This is in marked contrast to the norms which develop in higher strata. Such norms generally incorporate attitudes of deferred gratification and an instrumental attitude toward life (e.g., using formal education to obtain the necessary credentials for those occupational positions which demand greater material rewards). Indeed, in the higher strata, the incorporation of a strong achievement orientation is emphasized. Such values and

attitudes are essential for success in securing the training required for the obtainment and fulfillment of higher occupational positions and therefore are important attributes in either maintaining a higher social position or in achieving upward mobility to those positions.

Social mobility may be viewed in both internal and external dimensions. Perhaps the major external factor influencing the means and the degree of mobility has to do with the economic sector of our society. In a period of economic expansion such as the industrial revolution, the possibility of mobility opens up. Indeed, there becomes a demand, a necessity, for mobility, in that society must fill those positions created by an expanding economy in order for the society and the economy to maintain itself. Of course, even in periods of economic expansion, social mores may affect the extent to which certain segments of the population can take advantage of the expanding economy.

The major internal dimension affecting mobility stems from the social structure of the society. As explicated earlier, the exigencies of life among social groups comprising different occupational positions tend to stimulate the formation of norms which incorporate attitudes and values in response to these exigencies which, in themselves, may determine mobility patterns. In other words, those people who internalize norms and values not conducive to their success in a larger society are automatically restricted in the amount of mobility they can experience irrespective of an expanding economy. One perspective of the term "disadvantaged" then, is socialization into attitudes, values, and norms which serve to inhibit advancement into the mainstream of society, and especially advancement

into the occupational positions which would provide the material rewards desired. For our purposes, this perspective of the disadvantaged is particularly relevant when describing the situation of those members of our society who may be identified in the lower social strata to the extent that they constitute an identifiable culture different from the mainstream of the society. We may therefore regard the term "disadvantaged" as synonomous with the term "culturally different."[1]

It is the major thesis of this report that, given American norms with respect to the American ideal of equality of opportunity, there is an increasing awareness among particular segments of the population (particularly minority groups) that they have not had the same opportunity to compete in the contest for upward mobility as their fellow Americans. As such, they increasingly feel that they have not been dealt with legitimately. Such awareness has apparently accentuated the frustration of these groups and has thereby led to actions (e.g., civil disturbances) which have threatened the stability of the established social order.

American society is making several responses to this threat. For example, in the economic sector, the Federal government is attempting to expand the opportunity structure in society for Blacks by requiring contractors and unions working on government projects to maintain a quota of minority workers. In addition, leaders in industry as well as in government are attempting to initiate industrial training programs for Blacks and Spanish-speaking Americans.

[1]It should be noted that although many Caucasians fit this category, most compensatory education programs are more concerned with minority group members as they are more identifiable and are increasingly conscious and dissatisfied about their position.

However, it is the responses of the educational sector of our society with which we are primarily concerned. Education, in an open society, is the chief mechanism of providing opportunities for social mobility. One corollary of our thesis, then, is that the relatively recent attention given to compensatory education in American society is stimulated by the signs of social instability within the society. Correspondingly, another corollary of our thesis is that one explanation for the tremendous growth in recent decades of the public two-year community college is a recognition of the necessity of having an institution in higher education which operationalizes the "open class" ideology, just as, it may be argued, this type of pressure was instrumental in the development of the comprehensive American secondary school earlier in this century. Indeed, the recognition that a college education is increasingly important in achieving higher occupational positions and elite status places heavy demands on the higher education establishment. Such demands may be considered a consequence of society encouraging (through the norm of "equal opportunity") attempts by more of its members for status positions than there are places. Therefore, it is imperative that society develop a "safety valve" to avoid rebellion by those who cannot qualify in the ever-tighter competition for those elite status positions.

It is our contention that the public community college serves as one component of this "safety valve" in that this institution generally has an "open" admissions policy and provides for all types of academic and vocational training. In addition, the ideal-typic community college offers extensive guidance and counseling services along with a program

of compensatory education for those who are not able to compete effectively in "regular" college courses. This type of institution, with more curricular offerings, extensive guidance and counseling, remedial education, and an emphasis on teaching enables what Clark termed "the cooling out process" to function.[1]

In essence, this process includes pre-testing, counseling, objective evaluations of aptitudes, orientation classes, and a liberal probationary policy, through which the over-aspiring (latent terminal) student is counseled into an occupational role which is more compatible with his abilities and motivation. Basically, the student accumulates mounting evidence through several terms that he will not succeed in the transfer program, but that he probably could succeed in the occupational program. Thus the student is given the "opportunity" to compete for elite status and, failing this, reconciles himself to an occupational role which was probably initially less desirable. What is important is that this sequence of events leads the individual to consider failure as an individual event and not as a part of a conspiracy meriting collective action. In other words, those individuals who are aspirants for higher occupational positions, but who did not previously internalize the attitudes, values, and skills necessary for success in traditional education programs, are provided with the perception that they (1) can participate in the contest, (2) are participating in the contest, and (3) that if they do not succeed, it is not the fault of the system, but has something to do with themselves. Therefore, through providing the perception of an opportunity for mobility, the community college is serving as an agent for maintaining stability within our society. This

[1]Burton Clark, "The 'Cooling-Out' Function in Higher Education," The American Journal of Sociology, XLV (May 1960), pp. 569-576.

perception is accentuated when those who must readjust their goals see that some of their academic and social peers are successful in entering and in pursuing the transfer program.

Given this framework and conception of the role of the two-year college in American society, it becomes increasingly important to examine the nature and extent of compensatory education programs in these colleges because they are important in "opening" the avenues of opportunity to the culturally different and in assisting as many of these people as possible to succeed within the existing social system. The following sections of this report are concerned with the nature and rationale of such programs in higher education and with the extent to which they exist in public two-year colleges.

Methodological Considerations

Given the earlier discussion of the ideal-typic community college and the corresponding emphasis of that institution on comprehensive curricula, our methodological considerations revolve around surveying a representative sample of public two-year colleges with respect to their curricular offerings, admissions policies, and compensatory education practices.

A pre-coded questionnaire was developed for this study and sent to the chief administrative officer of those public two-year institutions participating in the annual research on "National Norms for Entering

College Freshmen" conducted by the American Council on Education (ACE). The ACE data bank contains 53 public and private two-year colleges. Some 35 stratification cells were devised by ACE for all institutions of higher education in the United States (see Table 1). These stratification cells are based upon type of institution (e.g., university, four-year college or two-year college) and type of control (public or private). Two additional variables used in stratifying the institutions were those of affluence and selectivity.[1]

As one may note from Table 1, sampling from the stratification cells for two-year colleges was disproportionate to the population of those cells. Consequently, the data obtained from institutions in the various stratification cells are differentially weighted. The number of institutions in each stratification cell, the cell weight applied to each institution as a consequence of residing in that cell, and the sample response of this study by stratification cell are also given in Table 1.[2] In order to illustrate representativeness of the population of all public two-year colleges in the United States, the data reported in the following section are based upon the weighted "N" as opposed to the actual "N."

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[1]ACE defines affluence as the per student expenditure for educational and general purposes. Selectivity is defined by the Median Standard Scores in the National Merit Qualifying Test taken by those high school juniors in the spring of 1966 who gave the institution as their first college choice. The rationale for this sample design may be found in the ACE national norms report (John A. Creager, General Purpose Sampling in the Domain of Higher Education: ACE Research Reports. Washington, D.C.: American Council on Education, 1968) and in an ACE special report (John A. Creager, National Norms for Entering College Freshmen, 1969. Washington, D.C.: American Council on Education, 1969).

[2]The sample response for this study was a 92% return. One advantage of the stratification design developed by the ACE research division is that it allows us to more reasonably assume that no severe biases obtain, given a high response rate. In other words, since we have controlled the most crucial factors which differentiate between institutions, institutions within stratification cells are, for all intents and purposes, interchangeable.

TABLE 1

1970 ACE AND CURRENT STUDY SAMPLE STRATIFICATION CELLS AND WEIGHTS FOR TWO-YEAR COLLEGES

Cell Definition	Population	Number Used In ACE Norms	Sample Response to Current Study	Cell Weights[1]
Selectivity less than 400	85	12	11	8
Selectivity 400 or more	116	9	9	16
Expenditures less than $999	184	9	8	23
Expenditures $1000 or more	84	9	8	11
Selectivity and Expenditures Unknown	516	11	10	52
Predominantly Black	17	3	2	9

[1]This weight is the ratio between the number of institutions in the population within the stratification cells and the number of institutions in the sample corresponding to those cells.

Data Analysis

The analysis of data first centers around those items of the survey questionnaire involving admissions policies, admissions requirements, counseling services and enrollment in curricular programs of public two-year colleges in this country. The next concern is with an analysis of responses to those items on the questionnaire concerned with whether or not an institution had (1) developed a special program for the academically disadvantaged, (2) developed courses which could be classified as remedial or developmental, or (3) had developed special services, e.g., tutoring, counseling, and/or financial aid for those who are academically disadvantaged. The analysis is also concerned with those responses which indicated the specific nature of the programs and/or services for the minority group academically disadvantaged.[1]

Admissions Policies

Almost one-hundred percent (98.8%) of our respondents in public two-year colleges indicate that they have open admissions for in-district students (see Table 2). However, 69 percent of these respondents require a high school diploma or equivalent, 33 percent have a minimum age requirement, 19 percent require test scores, 9 percent require an interview, 10 percent require a letter of recommendation, and 37 percent require a physical examination[2] (see Table 3). Thirty-four percent of public two-year colleges require only a high school diploma or equivalent;

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[1]We focus on programs for the minority group academically disadvantaged in this analysis under the assumption that this group accurately represents the culturally different category defined earlier.

[2]It may be, of course, that test scores, interviews, letters of recommendation, and physical examinations are required only for purposes of placement or counseling.

TABLE 2

STATED OPEN ADMISSION FOR IN-DISTRICT, OUT-OF-DISTRICT, AND OUT-OF-STATE STUDENTS IN PUBLIC TWO-YEAR COLLEGES

Those Two-Year Colleges Having Stated Open Admissions for	Percent	Weighted N
In-District Students	98.8	692
Out-of-District Students	87.0	602
Out-of-State Students	83.7	579

TABLE 3

ADMISSIONS CRITERIA FOR PUBLIC TWO-YEAR COLLEGES

Admission Criteria	Percent	Weighted N
High School Diploma or Equivalent	68.8	476
Minimum Age	32.8	207
High School Grade Average	0.0	0
Test Scores	18.8	130
Interview	8.8	61
Letter of Recommendation	10.0	69
Physical Examination	37.0	256
Require high school diploma or certificate only	34.0	235
Require minimum age only	7.5	52
Require only high school diploma or minimum age	63.7	441

eight percent have only an age requirement. Sixty-four percent require both a high school diploma (or equivalent) and a minimum age, but nothing more.

Counseling Services

Almost all public two-year colleges have some form of personal counseling services, academic counseling services, and vocational-occupational counseling services (see Table 4). In addition, 19 percent of these colleges have job placement counseling services and 69 percent have job placement follow-up counseling services. In all, some 93 percent of public two-year colleges indicate that they have personal, academic, vocational-occupational, and job placement counseling.

Curricular Offerings

Every public two-year college surveyed has an academic transfer program and an occupational associate degree program. In addition, a little over 90 percent of the public two-year colleges indicated that they have an occupational certificate program. Almost 85 percent of the public schools in the sample have a continuing education program; and almost 60 percent indicated that they have students enrolled in developmental, preparatory or remedial programs (see Table 5). Three percent of the public schools in the sample have only transfer and associate degree occupational programs, and slightly over 20 percent of our sample have a transfer, occupational-associate degree, occupational-certificate and continuing education programs. Fifty-five percent of our sample of public two-year colleges have all of the occupational programs typically

TABLE 4

COUNSELING SERVICES AT PUBLIC TWO-YEAR COLLEGES

Counseling Services	Percent	Weighted N
Personal Counseling	98.4	681
Academic Counseling	98.4	681
Vocational-Occupational Counseling	98.0	681
Job Placement Counseling	93.2	645
Job Placement Follow-Up Counseling	69.2	479

TABLE 5

CURRICULAR OFFERINGS IN PUBLIC TWO-YEAR SCHOOLS

Curricular Offerings	Percent	Weighted N
Academic (transfer or preprofessional)	100.0	692
Occupational (Associate Degree)	100.0	692
Occupational (Certificate)	91.6	634
Continuing Education (Adult, Special Interest Courses)	84.2	583
Developmental, Preparatory, or Remedial	59.4	411
Only Academic and Occupational Associate Programs	2.8	18
All Programs but Developmental	17.0	109
All Programs	56.4	390

associated with the ideal-typic community college, i.e., academic, occupational-associate degree, occupational certificate, continuing education, and developmental programs.

A little over 70 percent of all public two-year colleges in this country are only one hour's traveling distance from a post-secondary vocational-technical institute. It is interesting to note that of those public two-year colleges which have an occupational-certificate program, slightly over 60 percent are also within one hour's travel distance of a post-secondary vocational-technical institute. Of those public institutions which do not have an occupational certificate program (approximately 9 percent of our sample), slightly over half (53%) are within one hour's travel time of a post-secondary vocational-technical institute.

Distribution of Comprehensive and Non-Comprehensive Two-Year Colleges

A small majority (52%) of public comprehensive two-year colleges are located in the rural areas of our nation. One-third of the public comprehensive two-year colleges are located in the central city of our major metropolitan areas and the remainder (13%) are located in the suburbs of our metropolitan areas. Those public two-year colleges which are not characterized by comprehensive curricula offerings also predominate the more rural areas of our nation; close to 60 percent of such schools are in non-SMSA areas. Only 13 percent of the non-comprehensive two-year colleges are in central cities; but close to 30 percent are in the suburban areas (see Table 6).

TABLE 6

DISTRIBUTION OF PUBLIC COMPREHENSIVE[1] AND NON-COMPREHENSIVE PUBLIC TWO-YEAR COLLEGES BY COMMUNITY SETTING

Community Setting	Public Comprehensive Two-Year Colleges		Public Non-Comprehensive Two-Year Colleges	
	Percent	Weighted N	Percent	Weighted N
SMSA - Fringe	13.3	52	27.8	84
SMSA - Central City	34.6	135	12.9	39
Non-SMSA	52.1	203	59.3	179
TOTAL	100.0	390	100.0	302

[1]A two-year school is considered comprehensive if it has all of the following curricular offerings: academic, occupational-associate degree, occupational-certificate, continuing education, and remedial.

As may be inferred from the analysis above, the greatest percentage of public non-comprehensive two-year colleges are in communities containing a population of less than 60,000. In contrast, these same communities have only slightly over one-third of the public comprehensive two-year colleges. As one may observe from Table 7, public comprehensive two-year colleges distribute themselves fairly even in the three community size categories noted (up to 60,000; 60,000 to 1 million; 1 million to 2 million), whereas only 10 percent of the public non-comprehensive two-year colleges are in the 60,000 to 1 million community size category and 31 percent are in the 1 million to 2 million size category.

Special Programs, Courses, or Services for the Minority Group Academically Disadvantaged

Approximately half of the public two-year colleges surveyed indicated that they have special programs for the academically disadvantaged and almost all (93%) indicated that they have developed special courses for the academically disadvantaged, and/or have developed special services for the academically disadvantaged. Almost half (47%) of the colleges indicated that they had special programs, special courses, and special services for the academically disadvantaged.[1] However, all indicated that they had <u>either</u> a special program <u>or</u> special courses <u>or</u> special services for the academically disadvantaged.[1]

It is interesting in this regard to note those public two-year colleges characterized by comprehensive curricular offerings. Some 70 percent of the public two-year colleges with a comprehensive program indicated that they had a special program for the academically disadvantaged as opposed to less than 20 percent of those without a comprehensive program.

[1] It should be noted that 59 percent of these institutions indicated that they actually had students enrolled in a remedial program. This indicates that colleges <u>either</u> have remedial courses in which there is no enrollment, or that administrators do not consider a course as constituting a program.

TABLE 7

DISTRIBUTION OF PUBLIC COMPREHENSIVE AND
NON-COMPREHENSIVE TWO-YEAR COLLEGES BY COMMUNITY SIZE

Community Size	Public Comprehensive Two-Year Colleges		Public Non-Comprehensive Two-Year Colleges	
	Percent	Weighted N	Percent	Weighted N
1 million - 2 million	31.5	123	31.1	94
60,000 - 1 million	32.6	127	9.6	29
up to 60,000	35.9	140	59.3	179
TOTAL	100.0	390	100.0	302

TABLE 8

PERCENTAGE OF PUBLIC TWO-YEAR COLLEGES WITH SPECIAL PROGRAMS, COURSES OR SERVICES FOR THE ACADEMICALLY DISADVANTAGED

	Percent Affirmative	Weighted N
Special Programs	47.4	324
Special Courses	92.5	640
Special Services	100.0	684
Have Special Programs, Courses, and Services	46.8	324

Characteristics of Programs and Services for the Academically Disadvantaged

The following analysis concerns only those public two-year colleges which indicated that they had either special programs, courses, or services for the academically disadvantaged. In this section we are specifically concerned with the nature of special programs and/or services for the minority group academically disadvantaged.

Recruitment. Slightly over 30 percent of public two-year colleges have recruitment teams for the minority group academically disadvantaged (see Table 9). With respect to the practice of using a list of community contracts in facilitating recruitment of minority group academically disadvantaged students, three-fourths of the colleges reported this (see Table 9).

Special Guidance, Counseling, and Instructional Services. Some 92 percent of the public two-year colleges reported guidance and counseling services above the ordinary for the minority group academically disadvantaged. With respect to special tutoring, almost all (91%) reported this practice. Of those institutions using regular faculty as tutors, 92 percent have this practice. Slightly over fifty percent (52%) utilized specially trained faculty in tutoring academically disadvantaged minority group students. Almost 90% use regular students in tutoring academically disadvantaged students. Interestingly enough, 57 percent use advanced students in the program as tutors (see Table 10).

With respect to instruction, three-quarters of public two-year colleges report the use of programmed instructional techniques. Over 85 percent report the practice of reduced course load for academically

TABLE 9

SPECIAL RECRUITMENT SERVICES FOR THE MINORITY GROUP ACADEMICALLY DISADVANTAGED IN PUBLIC TWO-YEAR COLLEGES

Services	Percent Affirmative	Weighted N
Recruitment Teams	32.6	205
Use of Community Contacts	72.4	443

TABLE 10

SPECIAL GUIDANCE AND COUNSELING FOR THE MINORITY GROUP ACADEMICALLY DISADVANTAGED IN PUBLIC TWO-YEAR COLLEGES

Services	Percent Affirmative	Weighted N
Special Guidance and Counseling	91.5	560
Special Tutoring	91.2	536
Use of Regular Faculty in Tutoring	91.7	378
Use of Specially Trained Faculty in Tutoring	51.9	107
Use of Regular Students for Tutoring	89.1	295
Use of Advanced Students in Program for Tutoring	57.0	162

disadvantaged students. Slightly over half use liberalized probationary or readmission practices for minority group academically disadvantaged. Over 90 percent provide instruction in the development of study skills to minority group academically disadvantaged students. All colleges with programs, courses, or services for the academically disadvantaged stress communication skills. Of those who report stressing communication skills, all stress reading skills. Slightly over 95 percent stress speaking skills. Eighty-five percent stress listening skills. Sixty percent stress the utilization of traditional English. Over half stress an understanding of the students' own dialect as a language system in their stress on communication skills for the minority group academically disadvantaged. Finally, slightly over 10 percent prepare special courses of particular ethnic studies for minority grouped academically disadvantaged students (see Table 11).

Financial Aid. Slightly over 95 percent of public two-year colleges have special programs, courses, or services for the academically disadvantaged; they report that they offer these students financial aid. Approximately 40 percent reported aid to minority group disadvantaged in the form of federal scholarships. Slightly over 55 percent reported financial aid in the form of a federal guaranteed loan. Slightly over 86 percent reported federal work study programs. Approximately five percent reported a federal co-op program at their institution. Twenty-five percent reported other forms of federal aid to academically disadvantaged minority group students. Only one percent reported receiving no federal aid of any kind for academically disadvantaged students (see Table 12).

TABLE 11

INSTRUCTIONAL SERVICES FOR THE MINORITY GROUP ACADEMICALLY DISADVANTAGED IN PUBLIC TWO-YEAR COLLEGES

Instructional Services	Percent Affirmative	Weighted N
Use of Programmed Instruction	75.7	443
Use of Reduced Course Loads	85.4	580
Liberalized Probationary or Readmission Practices	56.9	378
Attention to Development of Study Skills	93.7	533
Stress Communication Skills	100.0	684
Stress Reading Skills	100.0	632
Stress Writing Skills	96.3	601
Stress Speaking Skills	70.9	295
Stress Listening Skills	85.3	436
Stress the Utilization of Traditional English	59.8	301
Stress Understanding of Student's Own Dialect	56.4	337
Develop Special Courses in Ethnic Studies	11.5	70

TABLE 12

NATURE AND EXTENT OF FEDERALLY FUNDED FINANCIAL AID TO MINORITY GROUP ACADEMICALLY DISADVANTAGED IN PUBLIC TWO-YEAR COLLEGES

Type of Federal Aid	Percent Affirmative	Weighted N
Federal Scholarships	39.9	276
Federal Guaranteed Loan	55.9	387
Federal Work-Study	86.7	600
Federal Co-op	4.9	34
Other Federal Aid	25.9	179
No Federal Aid	1.2	8

Over 70 percent of public two-year colleges report that their academically disadvantaged minority group students receive some form of state scholarship aid. Almost 45 percent of the academically disadvantaged minority group students receive the benefits of a state guaranteed loan. Almost 35 percent have some form of state work-study grants. However, only two percent of these students are part of a state co-op program and only 10 percent receive some other form of state aid. In sum, slightly over 90 percent of the academically disadvantaged minority group students in public two-year colleges receive some form of state financial aid (see Table 13).

All two-year colleges responding to our survey questionnaire indicated that the institution provided financial support to minority group academically disadvantaged students which they enrolled in special programs, courses, or services. Over 60 percent gave much of this aid in the form of institutional scholarships. Slightly over 20 percent aided academically disadvantaged minority group students in the form of an institutional guaranteed loan. Approximately 45 percent provided financial aid in the form of institutional work study programs. Some seven percent rendered financial aid in the form of an institutional co-op program (see Table 14).

Slightly over 98 percent of public two-year colleges reported that some form of private aid was dispensed among academically disadvantaged minority group students. For example, slightly over 70 percent reported that scholarship aid came from private sources. Guaranteed loans from private sources were reported in 16 percent. Some 15 percent reported that work-study programs were supported from private sources. However,

TABLE 13

NATURE AND EXTENT OF STATE FUNDED FINANCIAL AID TO MINORITY GROUPS ACADEMICALLY DISADVANTAGED IN PUBLIC TWO-YEAR COLLEGES

Type of State Aid	Percent Affirmative	Weighted N
State Scholarships	73.0	505
State Guaranteed Loan	45.5	315
State Work-Study	32.1	222
State Co-op	1.6	11
Other State Aid	10.8	75
No State Aid	10.3	71

TABLE 14

NATURE AND EXTENT OF INSTITUTIONAL FINANCIAL AID TO THE MINORITY GROUP ACADEMICALLY DISADVANTAGED IN PUBLIC TWO-YEAR COLLEGES

Type of Institutional Aid	Percent Affirmative	Weighted N
Institutional Scholarships	63.6	440
Institutional Guaranteed Loan	23.7	164
Institutional Work-Study	44.5	308
Institutional Co-op	6.8	47
Other Institutional Aid	18.4	127
No Institutional Aid	0.0	0

no college reported that a cooperative program stemming from private sources existed at their institution (see Table 15).

Training Programs for Faculty. As noted in our discussion above, many schools have programs for training faculty who deal with academically disadvantaged students. In response to questions regarding whether an institution had any special instructional or training programs to assist their faculty in working with academically deficient students, some 33 percent responded affirmatively. Unfortunately, we did not ask if any of their faculty had previous training which would assist then in working with such students. We doubt that many such programs exist in contemporary university graduate programs.

Summary, Conclusions, and Implications

As noted earlier, the public two-year college in its ideal-typic form is an open admissions institution characterized by diverse curricular offerings (transfer, occupational-associate degree and occupational-certificate), with a heavy emphasis on guidance and counseling, as well as an emphasis on compensatory and continuing education. One purpose of this paper has been to develop an explanation for the rapid growth of these colleges and of programs of compensatory education for the culturally different in them. The second purpose was to empirically examine the extent to which public two-year colleges are indeed conforming to the ideal-typic community college model.

Utilizing a stratified sampling design developed by the research staff of the American Council on Education, the analysis noted above may be considered (subject to the normal limitations of survey research)

TABLE 15

NATURE AND EXTENT OF PRIVATELY FUNDED AID TO THE MINORITY GROUP ACADEMICALLY DISADVANTAGED IN PUBLIC TWO-YEAR COLLEGES

Type of Private Aid	Percent Affirmative	Weighted N
Private Scholarship	70.8	490
Private Guaranteed Loan	16.2	112
Private Work-Study	15.0	104
Private Co-op	0.0	0
Other Private Aid	15.0	104
No Private Aid	1.6	11

as representative of all two-year colleges in this country.

It is praiseworthy that the public two-year colleges in this country generally fulfill the guidance and counseling services which characterize the ideal-typic community college. As noted in the analysis, almost all two-year colleges have personal, academic, vocational-occupational, and job placement counseling. This finding is encouraging, particularly in an institution characterized by such a variety of student interests, aptitudes, and abilities, where counseling is critical.

One discouraging element in our results, however, is that only a little over half of the public two-year colleges in this country have the curricular offerings and admissions policies expected of public community colleges. For example, only fifty-five percent of these institutions have comprehensive curricular offerings. Too, although almost all public two-year colleges state that they have an open admissions policy, almost thirty-five percent of these institutions require more than a high school diploma (or its equivalent) or some minimum age standard for admission.

Unfortunately, our methodology does not allow us to comment as to the effectiveness of current compensatory education programs and practices in either public or private two-year colleges. However, in reviewing the analysis of data summarizing the extent of programs and services for the minority group academically disadvantaged, it does appear that public two-year colleges need additional emphasis on recruitment teams from the college to go into the ghettos. They also need to devote more resources

in training faculty for dealing with minority group academically disadvantaged students. Finally, it would also seem that since only 12 percent of the public two-year colleges have developed special courses in ethnic studies, more development is needed in this area, particularly because of the relationship of pride in one's self (one's culture) to academic achievement.

It is both disappointing and at the same time encouraging that approximately half of the public two-year colleges indicate that they have special programs for the academically disadvantaged. It is encouraging because undoubtedly the percentage of public two-year colleges having such programs has increased dramatically in the last ten years; it is disappointing in that only half of the public two-year colleges have these programs. Indeed, the development of innovative pedagogical techniques and programs for the academically disadvantaged is a mark of distinction for the two-year college in American higher education. It is in the development of such programs that the public two-year college can fulfill a vitally needed function in contemporary American society--that of extending the opportunity for upward mobility to many of those who feel "shut out" of any chance to "make it" in this society through legitimate channels. It is through the development of an effective and innovative compensatory education program, effective not only in terms of assisting students in their development once they are in the institution, but also effective in drawing such students into the college, that the two-year college can assist in the maintenance of social stability in this society. Indeed, if public two-year colleges in this country are to adequately fulfill their mission and function, much more effort must go into encouraging and assisting these schools in widening their doors and in developing programs of remedial education.